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AUTHOR	Calculator, Stephen N., Ed.; Jorgensen, Cheryl M., Ed.
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ABSTRACT

These six papers address theoretical and practical issues in the inclusion of students with severe disabilities in regular classes and related settings. Emphasis is on how communication and other social skills can be taught to these students in inclusive settings. A prologue and epilogue, by Beth Dixon, a parent, relates her severely disabled son's experience in both special and inclusive educational settings. An introduction then introduces the concept of inclusion and the challenges of providing an appropriate education for each child in the regular class. The following five papers are by Cheryl M. Jorgenson and/or Stephen N. Calculator: (1) "The Evolution of Best Practices in Educating Students with Severe Disabilities"; (2) "Developing Individualized Inclusive Educational Programs"; (3) "Modifying the Curriculum and Short-Term Objectives To Foster Inclusion"; (4) "Designing and Implementing Communicative Assessments in Inclusive Settings"; and (5) "Communicative Intervention as a Means to Successful Inclusion." The final paper is by Laurie E. Powers and Jo-Ann Sowers and is titled "Transitions to Adult Living: Promoting Natural Supports and Self-Determination." Individual papers contain references. (DB)

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